

AP U.S. History, Semester 2
Unit Quiz: The Twenties and Thirties
Instructor's Version B

Answers: Multiple-Choice Questions

1.	D	16.	D
2.	B	17.	B
3.	E	18.	C
4.	E	19.	C
5.	C	20.	E
6.	B	21.	D
7.	A	22.	B
8.	D	23.	A
9.	D	24.	D
10.	B	25.	C
11.	A	26.	C
12.	C	27.	E
13.	B	28.	C
14.	C	29.	A
15.	A	30.	A

Answers: DBQ Essay Question

Assess the validity of the following statement: Republican Presidents from Harding to Hoover pursued policies that primarily benefited the interests of business and the wealthy. Franklin Delano Roosevelt completely reversed this trend.

Use evidence from the documents and your knowledge of the period from 1920 to 1939 to compose your answer.

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Use of the Documents

Each of the documents offers a perspective on either Republican or Democrat policies about business interests and/or the wealthy.

Documents A and B: Roosevelt's first two inaugural addresses criticize business interests and the wealthy for causing the Depression; in the second, Roosevelt calls for "control of blindly selfish men and blind economic forces."

Document C: Hoover's inaugural address argues for a government policy of regulation of some forms of business (particularly those for whom competition is limited by the government, such as utilities and transportation). However, Hoover claims that business has generally done well in fostering progress and in taking care of its own problems and "abuses." Hoover sees no need for government interference, and implies that interference would risk a decline and cause problems for everyone.

Documents D and H: Speeches by Coolidge show him to believe that business, left to itself, will bring progress and benefits to society as a whole. Government should do everything in its power to encourage and support business. Coolidge feels that one should be able to keep one's money and not pay taxes.

Document E: Harding's inaugural address shows him to be in favor of lower taxes, and for an end to "unnecessary" government interference with business. Harding also argues that the "forward course of the business cycle" must go on, and that it deserves government support to encourage the productivity and progress brought by business.

Document F: A letter from Hoover to Senator Fess, sent after his unsuccessful reelection bid, but before Roosevelt took office, casts blame on the Democratic congress for causing the crisis before them. Hoover blames overspending by government for causing businessmen and bankers to lose confidence, which then spilled over to everyone who had deposits in banks.

Document G: The report of investigation into the Teapot Dome scandal is very critical of the Harding administration's relationship with business. Government and officials were found to be in collusion with business interests and the wealthy, who basically "ran amok."

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Key Points

Harding:

- Generally in favor of less government regulation and oversight of the economy.
- Appointed friends of business to Interstate Commerce Commission, Federal Reserve Board, Federal Trade Commission,
- Called for a "return to normalcy," by which he meant giving up governmental activism and quieting social unrest
- Appointed Taft to the Supreme Court, which dismantled some progressive reforms and issued several rulings limiting government regulation of business.
- Secretary of Treasury Mellon favored tax cuts primarily for the wealthy.
- Revenue Act of 1926 lowered estate taxes and repealed the gift tax.
- Also pushed policy of higher tariffs that favored business.
- His administration suffered from scandals that were mostly connected to economic and business interests, government properties, and contracts.

Coolidge:

- A strong supporter of business and free enterprise.
- Famous for saying, "The chief business of the American people is business."
- Focused on industrial development rather than on agriculture or labor.
- Wanted to "unleash" free-enterprise system, and end government regulation of business and industry.
- Wall Street Journal reported that never had a government so completely fused with business.
- His Secretary of Commerce, Herbert Hoover, called for middle road between regulation and voluntary cooperation.
- Supported creation of trade associations.
- Unions suffered setbacks due to the growth of open shops.

Hoover:

- Successful businessman, but also progressive and humanitarian.
- Pushed for tax reductions on lower incomes.
- Tried to assist agriculture through higher tariffs on agricultural products.
- Smoot-Hawley Tariff of 1930 raised rates to all-time high on agricultural and manufactured products, thus raising prices for consumers and increasing profits for businesses.
- Stock market crash (1929).
- Economy gradually worsens after the crash; banks close, unemployment increases.
- In face of the crisis, Hoover realizes strong policies are needed, but this is contrary to his philosophy of limiting governmental intervention in the economy.
- Tried to provide jobs, easier credit, more tax reduction.
- Tried to help banks, railroads.
- Passed Emergency Relief and Construction Act, 1932.

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Roosevelt:

- Blamed Depression on Republicans and Hoover
- Called for national economic planning
- Tried to support banks, strengthen monetary system (measures often associated with support for business and the wealthy)
- Also introduced a long list of relief measures to support farmers, homeowners, and the unemployed
- Pushed for new regulation of markets, agriculture, business, banks (AAA, NRA, TVA)
- Refused to go as far as Long and other leftists called for, and never gave up on business interests
- Second New Deal policies supported labor interests more and wealthy less:
 - Wagner National Labor Relations Act
 - Social Security Act
 - Revenue Act of 1935 (also known as the "Soak the Rich Tax")
- Some Second New Deal policies supported business and banking interests:
 - Banking Act of 1935
 - Public Utility Holding Company Act

Notes to the Instructor

Students should answer the question directly and use specific evidence from the documents, Tutorials, and textbook. For further information on how to write a DBQ visit Resources in the class center. Print out a copy of the Unit Quiz to view the full DBQ.

Pointers for Instructors

- Make sure students address the question directly. They should use specific evidence to criticize or support the provided statement. As there is evidence to support either position, students could address both sides of the issue.
- It is important that students describe briefly the policies of Roosevelt and the Republican presidents as they relate to business interests and the wealthy.
- Emphasize that every paragraph students write must contribute to their thesis.
- Students must make effective use of the documents by citing them directly or by paraphrasing.
- Make sure students bring outside information from the text, the Tutorials, and the assignments into their arguments.

Scoring Rubric

This question is worth 40 points. There are five scoring ranges:

36-40 points—Excellent

Argument: The essay should have a strong, clear thesis. The student should take a clear position either in support of or against the proposition stated in the question. The essay should also indicate a grasp of the complexity of the issue, referring to Republican and Democratic policies relating to business interests and the wealthy.

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Critical Thought: The student should explain how each document supports or undermines the thesis. The student should address conflicts and contradictions in the evidence. Any outside information must be relevant to the argument.

Evidence: The student should use documents **and** outside information (see lists above) throughout the essay. Students must use most of the documents, and students might address the relationship between the sources.

Writing Style: The essay must be well organized and well written; it must make sense throughout.

32-35 points—Very Good

Argument: The student's thesis should be consistent with the question, but it may not be sufficiently focused.

Critical Thought: The student's answer should include an analysis of several of the documents and must incorporate outside information.

Evidence: The student should make use of the documents and outside information (see lists above) that support the position being argued. Discussion of relationships between the sources used may be limited.

Writing Style: The essay should be well organized and clearly written; it must be logical, but some points may be unclear.

28-31 points—Adequate

Argument: The student's thesis is only partially developed. It may address the question, but it does so in a way that doesn't acknowledge the question's complexity. The essay will most likely fail to prioritize the arguments.

Critical Thought: The student's essay is primarily descriptive or narrative, and doesn't provide an analysis of the question or of the evidence provided. It will not address all the relevant issues, and will ignore the opposing position.

Evidence: The student may paraphrase the documents and may misinterpret a document to better fit the argument. The student will use only a little outside information and may refer to some but not all of the documents. The answer may contain errors.

Writing Style: The writing and organization is unclear, but acceptable.

24-27 points—Flawed

Argument: The student's thesis will be unclear and will not be supported in the body of the essay. Use of evidence will be unclear, and the argument will be poorly developed.

Critical Thought: The essay will show only a limited understanding of the question, and will offer little or no analysis. What little analysis there is will be inaccurate. The student will show little understanding of the issue of government policy towards business and the wealthy, either under Republican administrations or under Roosevelt.

Evidence: The student will not make use of the documents appropriate to their argument, and may use documents that actually support the opposing position. The use of documents will be haphazard, with references only to brief excerpts or paraphrases. There will be little outside information. The argument may contain errors.

Writing Style: The student's answer will be weakly organized and the writing will be unclear.

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20-23 points—Severely Flawed

Argument: The student provides no thesis, or provides one that is not relevant to the question.

Critical Thought: The student demonstrates little or no understanding of the question.

Evidence: The student makes almost no use of the documents provided, and makes little or no use of outside information. The answer contains major errors.

Writing Style: The answer is disorganized and poorly written.